In- Service Teacher Training Programmes for Senior Secondary School Teachers Conducted By SCERT in Himachal Pradesh: An Evaluative Study

A
SYNOPSIS

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INTRODUCTION:

Education is extremely important not only for the success of an individual but for the nation as well. Education is defined as to develop knowledge, skills and character of the students. Its major objective is to make an individual learn about how to level with the society by developing intellect, equipping one's self to deal with the reality of life and by facilitating realization of self- potential and latent talents of an individual. Education encompasses teaching and learning specific skills, positive judgment, well developed wisdom and profoundness (Duquette, 1993). A successful teacher is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his profession (Hanushek, 2004). According to Kakkar (2001) the teacher of today is an individual who is not only interested in children's acquired knowledge and skills but also equally involved in his total development. The thinking pattern of a teacher often affects the level of commitment and achievements. It is an important indicator of the quality teaching and has great impact on teachers and students' performance. In an ideal teacher, the perception regarding strengths and characteristics deem necessary which directly indicates the power of one's own teaching and self efficacy. It is, therefore, a prerequisite of successful teaching. Hence, improvement in the perception of a teacher regarding teacher's role enhances the quality of teaching. The level at which one evaluates the job requirements also influence one's teaching abilities, organizational efficiency and teaching effectiveness (Haycock, 1998).

Teacher Education:

Teacher education that precedes certification is ordinarily called "pre- service teacher education" preparation; beyond this is called "in-service teacher education" or more recently continuing education or perennial education. The purpose of in- service teacher education is to increase the efficiency of teachers who are on jobs. B.O.Smith in this connection has rightly remarked, "The rules of teachers, their prior preparation and their career aspirations vary so greatly that a programme of in- service teacher education is essential for them." According to Smith, "programme of in- service teacher education must serve a number of specific needs and goals. For instance:-

- Remedy the teachers' deficiencies arising out of the flaws in his or her initial teacher training preparation,
- Advance the teachers' skill and pedagogical required for new teaching roles,
- Advance and update the teachers' knowledge of subject matter, and
- Train the teacher for non- tutorial positions."

In- service Teacher Education:

In- service training of teachers is considered as the most important programme in education today. The term "in-service teacher education programme" connotes any programme provided to teachers already working in schools, with the explicit purpose of updating and renewing their knowledge, technical skills, etc. for main-training or enhancing their efficiency. It refers to the education a teacher receives after he has entered the teaching profession. The teacher may have received his professional education in a teaching institute or in a college of education but he continues his education and should posses' three types of competencies as under:

- Competency in academic field.
- Competency in teaching methodology.
- Competency in class-room interaction analysis and application.

In- service education is defined as a program of planned activities designed to increase the competencies needed by all licensed personnel in the performance of their professional responsibilities.

In 1961, the National Council of Educational Research and Training (NCERT) was established and charged with the responsibility of research and training for improvement of school education. In- service programmes were within the purview of National Council of Educational Research and Training (NCERT), which did 'excellent pioneering work' through its Department of Extension Programmes for Secondary Education by providing extension services to nearly fifty percent of teacher training institutions. MHRD Government of India sectioned separate budget for establishing or setting up of teacher training institution namely DIETs at district level, College of Teacher Education (CTE), Institute of Advanced Study in Education (IASE) and State Council of Educational Research and Training (SCERT) which conduct various programmes like orientation programmes, in- service teacher training programmes, induction programmes, etc.

State Council of Educational Research & Training (SCERT), Solan:

In 1964, the College of Education was established at Solan which later got converted into State Institute of Education (SIE) in the year 1973 to help the State education department in preparing policies and programmes for Primary, Secondary and Senior Secondary Schools in the State. On April 1st 1984 the SIE was reoriented into the State Council of Educational Research and Training (SCERT) on the pattern of NCERT.

The principal objective of the Council is to improve the quality of school education by enriching teachers both in content as well as methodology through training and research studies. In 1996 two more departments' viz. English Language Teaching centre and Audio Visual Department were merged with SCERT. A Population Education Cell was also set up and attached to SCERT.

Role and functions of SCERTs:-

1. To help the State Education Department in preparing policies and programmes for Primary & Senior Secondary Schools in the State.
2. To evaluate/prepare school curriculum and Text books.
3. To prepare instructional material for the use of teachers and supplementary material for the schools in the State.
4. To organize intensive courses and orientation programmes for field officers and researchers at different levels in the field of school education for capacity building.
5. To provide inputs for training and orientation of key resource persons and other resource persons.
6. To offer guidance in planning, organizing and monitoring of different programmes.
7. To develop coordination with the activities of various extension service centers in teacher training institutes in the State.
8. To conduct research work and studies on educational problems of the state and suggest remedial measures.
9. To undertake projects entrusted by the Govt. (Central and State) from time to time.
10. To hold Science Seminars, Science Exhibition and Science fairs for school children and teachers from Block-District-State-National level.

11. To make efforts towards improvement of teaching of Science and incorporation of environment in the school curriculum.

12. To conduct National Talent Search Examination

13. To develop new methodologies for learning/ curricular transaction.

REVIEW OF RELATED LITERATURE:

Smith (1969) stated that a programme of teacher education was essential for the teachers. According to him, it was needed in order to remedy the teachers' deficiency, advance their skills and pedagogical knowledge, advance and update the teachers' knowledge of the subject matter and train them for non- tutorial positions.

Trivedi and Desai (1969) reported about UGC Orientation course for college teachers organized at the S.P. University, Vallabh Vidya Nagar during May- June 1969. The syllabus covered topics such as curriculum, teaching procedures, evaluation and research.

Mathew and Vinayak (1972) conducted a survey on opinion of college teachers. 91 percent of the respondents reported necessity of training programme. The content of the course, according to the majority of the respondent could include topics such as (a) individual difference in difference abilities, (b) programmed materials and self- study devices, (c) motivation in learning, (d) methods of using audio- visual aids, (e) modern techniques of teaching, (f) preparation of lesson plans and writing teaching notes, (g) group dynamics, (h) psychology of creative thinking and problem solving.

Anand (1977) discussed about professional training of college teachers through M.C.T. course of the University of Calicut. The weightage to different aspects were theory 62.5 percent, observation and practice

teaching 25 percent and content enrichment 12.5 percent. Sessional work included class tests, terminal examinations, assignments, terms papers, text- book analysis, preparation of teaching materials, observation of demonstration lessons, practice teaching, seminar presentation, etc. Theory paper was (a) philosophical and sociological bases of education, (b) educational psychology, (c) developments and problems of higher education, (d) curriculum teaching and evaluation in higher education, etc

Krishnamurthy (1977) reported on a series of teaching workshops at B.I.T.S., Pilani. In January 1974, workshop- cum- seminar on methods of teaching was introduced. The programme was voluntary in nature. It was conducted after working hours. The areas covered were (i) What makes a good teacher, (ii) Behavioural Objectives, (iii) Scheduling of lessons, (iv) Designing of question paper, (v) Multi- section handling, (vi) Micro-teaching/ Single concept teaching, (vii) Visual communication and black-board presentation technology, (viii) Oral communication and presentation techniques, etc.

Joshi and Singh (1978) conducted a survey to find out a systematic picture of the orientation programmes for college and university teachers. Their survey showed that training of some sort was provided in eighteen Indian University for their own teaching staff. Out of which Universities provide no formal training, but actively encouraged their staff to attend courses elsewhere, with an incentive remuneration paid to them. Fifty-four universities reported that they provide no training, while nine universities did not complete their questionnaire; two universities reported that the subject was under their active consideration.

Patted and Mench (1979) analyzed the programmes of professional education of college teachers of Bombay, Calicut and Madras universities

of India, New York, Ohio and Texas Universities of USA and Aberdeen and Glasgow Universities of U.K. The major recommendations were:

(a) There is need for professional preparation of college teachers.
(b) There is need for introduction of such courses at pre- service as well as in- service stages
(c) The common objectives of the courses were: development of awareness about aims of higher education, methods of teaching and evaluation, psychology of learning and development of skills of dealing effectively with the behaviour problems and development of teaching skills
(d) The common items of the course were: psychology of learning, principles and method of college teaching, evaluation techniques, psychology of creative thinking and problem solving, observation of good teaching followed by practicum preparation of lecture plan and practice teaching.

Dhawar (2000) conducted a study to find out the impact of Academic Staff Colleges' programmes on teacher and students in the ASC of Gorakhpur University and found that the orientation and refresher courses conducted by the ASC of Gorakhpur University have positive impact on teachers and students at cognitive and attitudinal levels. The courses have sensitized teachers and students to the problem of society and made them effective participants in the real classroom situations.

Harris and Sass (2001) studied effects of the teacher training on the teacher value added. The result showed that training of the teacher was positively associated with productivity in middle and high school maths. The result further revealed that more experienced teachers appeared more effective in teaching elementary and middle school reading.

Jyoti (2001) studied the effectiveness of orientation programmes organized by the ASCs in the northern region. The results showed that students find the following changes among teachers after attending training programmes:

- Positive behavioural changes and changes in methodology
- More concern about the studies of the students
- Optimal use of class time
- Special efforts to tackle individual problems
- Using teaching aids intelligently and effectively
- Develop appropriate mental attitudes of the students
- Evaluate the performance of the students more effectively.

Singh (2006) conducted a study on "Impact of in-service training of teachers: the experience of BEP (DPEP III). The study revealed that teachers had been traditionally attributing poor salary structure and coercive administration as being at the root of the poor quality of education in the state. The quality of education went on declining as it neither figured in the supervisory design, nor could be addressed through any capacity building mechanism. It was also observed that the practical aspect of training is getting weaker and weaker. On the whole, it has been reduced to a mere pre-requisite for a job, rather than preparation for a highly challenging assignment. Coordination with the mainstream Education Department vertically is missing in the arrangement.

Horrocks (2010) conducted a study on "The Effects of In-Service Teacher Training on Correct Implementation of Assessment and Instructional Procedures for Teachers of Individuals with Profound Multiple Disabilities" and the results revealed that the multi component training package was effective in increasing teachers' skills in assessing

students with profound multiple disabilities, as the percentage of correctly implemented assessment steps increased for all seven teacher participants from pre training to post training. Data from student participants showed that overall, students were responsive to teachers' instruction, as the percentage of independently performed student responses also increased from baseline to post training sessions.

Jahangir, Saheen and Kazmi (2012) in their study "In Service Training: A Contributory Factor Influencing Teachers' Performance" examine the effect of Higher Education Commission's sponsored in- service teacher training on the trainee's concept about good teachers and found that there is a significant change in perception of the trainees between pre in-service training and post in–service training program.

Surapuramath (2012) conducted a study on "A Study of Attitude of Teachers towards In-services Training Programmes of Sarva Shiksha Abhiyan" and it is concluded that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and11-20+), teachers attitude towards in-service training programs of SSA.

SIGNIFICANCE OF THE STUDY:

Education sector is a key player in addressing the challenges of the modern society. Teacher is the source of inspiration to his students and the knowledge imparted by him shapes their character to a great extent. The teacher, now, is not considered as disseminator or transmitter of knowledge. Moreover, in the present era of knowledge driven economy, the role of education becomes instrumental in the overall socio- economic development of any region or country. Teaching, being creative and individualistic, requires periodic rejuvenation of teachers' attributes and

upgrading their technical knowledge. On the guidelines of Central Sponsored Scheme (CSS), MHRD Government of India sectioned separate budget for establishing or setting up of teacher training institution namely DIETs at district level, College of Teacher Education (CTE), Institute of Advanced Study in Education (IASE) and State Council of Educational Research and Training (SCERT) which conduct various programmes like orientation programmes, in- service teacher training programmes, induction programmes, etc. Due to growing need of the public education throughout the world, there has been a great emphasis on the students' academic achievement and teachers' pedagogical skills. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. One important problem related to this issue is teacher training to improve the quality of education and to bring a positive change in perception of the teachers regarding qualities of a good teacher. The programmes have come under severe criticism for not addressing the needs of contemporary Indian schools and not preparing teachers who can impart quality education in schools. Their designs/ practice are based on certain assumptions which impede the progress of ideas and professional and personal growth of the teacher. Keeping in view this issue the present study was designed to assess the in- service teacher training programmes for senior secondary school teachers conducted by SCERT.

STATEMENT OF THE PROBLEM:

The State Council of Educational Research and Training (SCERT) set up by the government to improve the quality of education in the state

by imparting in- service training to teachers, teacher- educators, administrators and other educational personnel. In this study the investigator is making efforts to assess the in- service teachers training programmes conducted by SCERT to improve the quality of education in the state.

"In- Service Teacher Training Programmes for Senior Secondary School Teachers Conducted By SCERT in Himachal Pradesh: An Evaluative Study".

OBJECTIVES OF THE STUDY:

The objectives of the study are:

1) To study the criteria adopted by SCERT for the selection of participants for training programme.
2) To study the perceptions of senior secondary school teachers who have undergone in-service teacher training programme with respect to the following components:
    a) Attending the programme
    b) Permission from institution
    c) Logistics
    d) Time Schedule
    e) Resource Person
    f) Use of Multimedia
    g) Feedback
    h) Follow up mechanism
3) To study the perception of senior secondary school Principals about the impact of in-service teacher training programme on the teaching effectiveness of teachers in terms of following:
    a) Improvement in teaching of teacher

b) Use of multimedia
c) Substitute in absence of teacher
d) Staff cooperation
e) Maintenance of school records

4) To study the perception of Resource Persons regarding in-service teacher training programme in terms of following:
   a) Physical facilities available at centre
   b) Distribution of training material
   c) Quality of training material
   d) Transactional mode
5) To study the existing facilities provided by SCERT for in- service teachers' training programmes.
6) To suggest measures for making in- service teachers' training more need- based, activity- oriented and effective.

DELIMITATION OF THE STUDY:

The study will be delimited to:

1) The study will be delimited to SCERT, Solan.
2) The study will be confined to the participants who have attended subject wise in-service training programme conducted by SCERT.
3) The study will be delimited to five district of H. P.
4) The study will be further delimited to 450 teachers of concerned subject and 50 principals from 50 selected schools.

OPERAIONAL DEFINITION OF THE TERMS USED:

In- service Teacher Training Programmes: In- service teacher training programmes refers to the training programmes for in- service teachers conducted by SCERT.

SCERT: SCERT refers to State Council of Educational Research and Training, Solan.

Evaluative Study: Evaluative Study refers to studying the existing phenomenon in relation to certain prescribed or non- prescribed norms. In the context of this study, it means seeking views of Principals and teachers of senior secondary school; Principal and Coordinator of SCERT about in- service training programme conducted by SCERT for senior secondary school teachers.

METHODOLOGY OF STUDY:

The present study aims to evaluate the in- service teacher training programme for senior secondary school teachers conducted by SCERT. The Descriptive Survey Method of research will be used by researcher to fulfill the objectives of the study. Survey method is used to seek detailed description of the existing phenomena to justify current conditions and practices or to make intelligent plan for improving them.

SAMPLING:

Firstly, five districts will be selected randomly from the all districts. Out of the selected five districts, ten senior schools will be selected randomly from each district making the total number of school fifty (50).

Further, investigator will select the sample of 450 teachers who have attended in- service training programmes from the 50 selected schools in their concerned subjects, i.e., English, Mathematics, Physics, Chemistry, Biology, Geography, History, Political Science and Commerce, using purposively sampling. The Principal of the selected 50 schools will also be included in the sample. Due care will be taken not to select more than nine teachers from each school (one from one subject) so as due

representation will be given to all the selected schools. The Resource Persons and Principal and Co-ordinator of the SCERT will also be included in the sample.

TOOLS TO BE USED:

Keeping in the view the nature of the study, the following tools will be used by the researcher:

- Questionnaires for senior secondary school Principals, In- Service Senior Secondary School Teachers, who had already attended in-service training programme conducted by SCERT, Solan and Resource Persons.
- Interview Schedules for Principal and Coordinator of SCERT, Solan.
- Observation Schedule

ANALYSIS OF DATA:

The data will be analyzed in the form of percentage.

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